

## TERMS OF REFERENCE FOR CONSULTANTS & INSTITUTIONAL CONTRACTORS

<b>Title of Consultancy:</b> Evaluation of Primary Preparation Year Programme in Solomon Islands	<b>Requesting Section/Hiring Manager:</b> Education / Chief Education	<b>Type of engagement</b> <input type="checkbox"/> Consultant (ZCON) <input checked="" type="checkbox"/> Individual Contractor (ZIND) <input checked="" type="checkbox"/> Institutional Contract	<b>Duty Station:</b> <input type="checkbox"/> Home Based <input type="checkbox"/> Office Based <input checked="" type="checkbox"/> N/A
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**Background and Purpose of Activity/Assignment:**

Solomon Islands is an island group comprising of 997 islands and atolls located in the Melanesian region of the Pacific. Solomon Islands has a population of 650,000 and is one of the Pacific region's fastest growing nations. Children and youth aged 0-18 make up 50 per cent of the total population. The majority of Solomon Islanders (80.2 per cent) live in rural areas. Solomon Islands is highly prone to disaster and climate risks, including (but not limited to) tropical cyclones, tsunamis, floods, earthquakes, and droughts. In Solomon Islands, the early learning system covers education of young children from 3 to 5 year olds. The educational services for 3 and 4 year old children is called Early Childhood Education (ECE) and for 5 year olds it is called Primary Preparation Year (PPY) programme. Currently ECE is provided through informal mechanisms involving community based approached and PPY has been integrated within the basic education sub-sector of education sector.

NER for five-year olds attending PPY in 2019 was 32.3% (32.7F, 31.9M), an increase of more than 10 percentage points from 20165 Planning for the introduction of PPY began in 2017, with 677 schools offering PPY as of 2019. This leaves only 7 per cent of schools yet to offer PPY, although enrolment of 5-year olds remains low compared to most countries in the region with evidence of widespread overage enrolment in PPY classrooms.<sup>7</sup> The reason for 32.3% NER for PPY in 2019 as stated above can be attributed to the issue of overage enrolment at PPY level. The junior secondary NER only stands at 42 per cent, suggesting that less than half of children aged 13-15 are enrolled in school. The high birth rate in Solomon Islands places continuous strain on the education system, a bottleneck which is exacerbated by late enrolments. The lack of schools, particularly secondary schools, and varying standards of school infrastructure has meant that children have had to travel long distances to the nearest functioning school, which discourages enrolment and drives school push-outs.

The government has decided to focus on rolling out a one-year PPY programme for all children aged 5. The PPY curriculum was developed in 2018 and nationwide training of teachers was initiated in the 2019 school year. Alongside the training, teachers implemented the PPY curriculum in their respective provinces through their schools. Production of training materials and teacher guides has been completed and national roll-out of the PPY programme is currently underway. Following this there are plans to expand the scope of the programme to include 3 to 4-year-old children.

The PPY curriculum was carefully crafted to prepare children aged 5 years for Primary School ensuring a high level of foundation skills for entry to primary education. The PPY introduced new interactive Learning and Teaching Approaches using an outcomes-based curriculum model with a learner centred approach which includes embedded values and a focus on play and discovery. The shift was away from passive learning styles and into play-based, investigative learning with an outcome focus, and teachers implementing it readily noticed how much more the children enjoyed the new classes.

As a result, The Ministry of Education and Human Resources Development (MEHRD) defined a plan to train teachers on the new curriculum and trial in 2018 and roll out PPY nationwide in 2019. The PPY curriculum was developed by MEHRD, with support from UNICEF , and was piloted with 476 trained teachers in Guadalcanal and Malaita provinces and Honiara city in 2018. Over 1000 teachers nationwide were trained in 2019 to prepare for nationwide launch and roll-out of PPY.

Pre-Primary Education is now an essential component of basic education (PPY – Year 9) in the country, as the government committed to support the significant cost for its 1-year program with annual grant.

MERHD has been working with multiple internal/external partners to develop and facilitate PPY. Internally, under the office of Division of Schools, Curriculum Development Unit took a lead for the entire design and implementation of PPY. Together with the Teachers Training Professional Development Unit and Solomon Islands National University (SINU), the Curriculum Development Division supported the roll-out of nationwide trainings of ECE teachers in the new PPY curriculum. Provincial ECE Coordinators and Education Authorities supported PPY teachers' trainings as well as facilitation in 9 provinces. PPY technical working group members composed of ECE Professionals from selected schools in Honiara and SINU for PPY Quality Assurance.

However, the global COVID-19 pandemic has had considerable impact on the education sector and broader programming environment in the country, including temporary school closures although Solomon Islands have no community transmitted COVID cases reported to date. Work within the country is largely being carried out, but the awareness of the education system vulnerability to such pandemics has led to a shifting of priorities to include COVID19 preparedness and response, alongside existing education programmes. Tropical cyclone Harold also caused damage to homes, schools and gardens across 4 provinces, which have further added to the complexity.

The PPY programme is being rolled out during a time of change to the education legislative framework with the Education Bill 2021 set down for enactment during the latter half of 2021. The Education Bill and associated Administrative Instructions devolve a range of powers and functions, currently held and undertaken by the Ministry, to Education Providers, school communities, schools and their leaders and teachers. Solomon Islands' National Education Action Plan (NEAP) will be finalised and approved in July 2021.

As a significant new investment and commitment on the part of the Government of Solomon Islands, PPY needs to demonstrate achievements and results in its first year of implementation, even as it also needs to identify challenges and needed improvements and plans to strengthen the programme model and implementation at scale as part of the education system moving ahead. An already-defined critical improvement is the strengthening of monitoring systems for PPY, as part of standard monitoring framework for primary preparation and basic education, including necessary revisions to EMIS, quality assurance and other systems. In advance of planning for scale up, MEHRD will need a revised PPY model and plan, including a clear M&E plan. A formative evaluation of the PPY programme is therefore critical at this juncture. The findings of the evaluation will inform an analytical review of key achievements, good practices, gaps, and constraints that need to be addressed, towards the overall improvement of the PPY programme as Solomon Islands prepare for the scale up. A technical committee under MEHRD would be overseeing the evaluation in partnership with UNICEF.

### **Purpose of Assignment:**

This exercise sets out to evaluate the performance of the PPY model as regards to its effectiveness, relevance, efficiency, and sustainability with an aim to inform decision-making for future PPY programme and planning for effective implementation of the programme at scale in Solomon Islands. By providing sound and credible evidence on what works, what does not work, how and why, the formative evaluation serves a dual purpose of both enhancing accountability and informing decision-making processes, especially MEHRD's and UNICEF's future strategies and programme development in education.

The primary audience of the evaluation are key partners in MEHRD, the Education Section within UNICEF Pacific and UNICEF Solomon Islands Field Office. The secondary audience of the evaluation are Provincial Education Boards, future contracted suppliers of teacher professional development and curriculum development, school leaders, teachers, school boards, Provincial Education Authorities, donor partners, implementing partners, and current providers of pre- and in-service teacher professional development. The Solomon Islands stakeholders are particularly keen to identify and understand the conditions and components that are necessary for the programme to become established and to thrive. The completion of the evaluation will enable MEHRD to determine key milestones and performance indicators for the programme.

### **Objectives**

The following are the five main objectives for the evaluation:

1. To determine the extent that PPY has been integrated into the national education system in terms of budgets, plans, implementation mechanisms, monitoring, and evaluation

2. To determine the extent to which the PPY programme provides (or has potential to provide) improved quality of service and equitable access to all children of age 5 years, especially from under-represented target groups across the provinces
3. To understand the potential and relevance of the PPY programme in contributing to the development of school readiness skills for all young children and preparing them for grade 1
4. Based on the findings with regards to number 1 and 2, identify, facilitating factors, key programme achievements and challenges encountered in the implementation and the lessons learned
5. Based on the outcomes of the evaluation, generate a set of clear, forward-looking, and actionable recommendations logically linked to the findings and conclusions. These recommendations will include specific guidance on how to effectively plan, implement, monitor, and evaluate the PPY programme in Solomon Islands.

### **Scope of Work:**

The evaluation will provide answers to the following questions:

#### **Effectiveness**

- To what extent does the programme have the potential to contribute to the achievement of the SDGs?
- To what extent does the PPY programme actually or potentially help children, including those with disabilities and special needs, develop knowledge, skills, and attitudes suitable to support and enhance their continued learning and development?
- To what extent does the training of teachers actually or potentially guide and improve school leaders' and teachers' understanding and use of child centred pedagogy and outcomes-based learning
- To what extent is, or is there potential for, MEHRD and its education partners to be engaged in PPY programme monitoring and evaluation and using evidence for decision making?

#### **Relevance**

- What is the actual or potential value of the PPY programme to the Solomon Islands educational priorities?
- How do the stakeholders see the benefits of- and barriers to access to- PPY education? What is the potential for the programme to remove barriers to access, particularly for girls and children with disabilities?
- To what extent is, or is there potential for, the programme addressing the needs of five-year-old children and over-aged children enrolled in PPY, including Language (Vernacular) and Literacy, and the most vulnerable and those with disabilities?

#### **Efficiency**

- How can management practices and communication strategies be optimized to contribute to increased coverage, on-time access, and participation in PPY schooling?
- What long-term financial commitments are required for effective reform and improvement of the PPY program?

#### **Sustainability**

- What are the emerging policy and implementation context that will shape the PPY programme in the coming years and what are the best practices and adaptations that will be effective in this context?
- Considering the emergency context and need for response under scenarios like COVID-19, what are key programmatic adaptations needed to ensure effective delivery of quality PPY programme to children and families under all circumstances?

In terms of time, the evaluation will cover from 2018 until the time of the evaluation data collection. The geographical area to be covered by the evaluation include Honiara City, Guadalcanal, and Malaita provinces. The Solomon Islands School Year has four terms of 10 weeks each and runs from late January through to mid-December (see <http://www.mehrd.gov.sb/>). Schools will be closed from 13 December 2021 and will reopen on 24 January 2022. Most MEHRD staff will be on Christmas leave from 24 December and return to work from mid-January onward. The consultant team will need to work closely with MEHRD to ensure that the timing of the evaluation's phases is aligned with key calendar events, stakeholder availability and the desired outcomes of the evaluation.

#### **Methodology**

The formative evaluation is expected to be mixed method in nature, including relevant quantitative and qualitative methods. The consultancy will also require the development or adaptation of necessary quantitative and qualitative

data collection tools and protocols for the formative evaluation ensuring quality full alignment with government tools and processes as feasible. The consultant team is expected to define a relevant design in collaboration with MEHRD and UNICEF. The data collection, per the above, is expected to take place in Honiara, Guadalcanal, and Malaita provinces. The final selection of islands/provinces will be agreed by the PPY Evaluation Reference Group.

The formative evaluation will be jointly overseen and guided by MEHRD and UNICEF. The consultant team will be expected to work closely, and potentially remotely, with lead officials from the Government of Solomon Islands to ensure their active engagement and ownership of the evaluation process and outcomes. The consultant team is also expected to partner with, and work through MEHRD in using the findings of the formative evaluation to a monitoring and evaluation plan for strengthening the implementation of the revised PPY model in 2021 and beyond.

The evaluation will be conducted in three phases i.e., 1. the inception, 2. data collection, 3. data analysis, M&E framework, final consolidated data analysis and report writing. These phases will be implemented in the stated numerical order as the completion of phase 1 is crucial for the preparation and conduct of phases 2 and 3. Once these phases are conducted the implementation of the evaluation is expected to be complete.

### **Phase 1: Desk review, inception report and development of evaluation instruments**

- **Desk Review:** Review will include but not limited to policy documents, theory of change, current implementation and monitoring plans, reports and mechanisms, communication strategy and related materials, reports from feedback workshops and all other relevant documents. Existing quantitative data will also be considered and analyzed in the desk review. A desk review report to be prepared.
- **Inception Report submission:** The inception report will include clear evaluation design, timeline and detailed methodology (including sampling method) for conducting the evaluation which should include an evaluation matrix i.e. a table showing how each evaluation question will be answered and how the information will be collected. This may include collecting data at the central level, select provinces, service delivery level and community. The consultant team is expected to coordinate with MEHRD and UNICEF to finalize the plan for data collection and orient the data collection team on the process, tools and expected outcomes of the data collection. The data collection plan must include the categories of stakeholders to be interviewed and engaged with at central and sub-national level during the course of evaluation. Although the evaluation is formative rather than summative, in order for the evaluation to respond to the research questions under “effectiveness,” it will be important for the timeline of data collection to be set in a purposeful manner, given that PPY is a year-long programme extending from January to December.
- **Data Collection Instruments:** Development/ testing/adaptation of evaluation instruments like in-depth interview guides, reliable student achievement reports, focus group discussion formats, Classroom Observation checklists, survey formats and other required instruments
- **Ethical Clearance:** Obtaining of ethical clearance, as needed, from an accredited Ethics Review Board for protection of human subjects.

### **Phase 2: Data collection**

The consultant is expected to oversee an in-country team to collect data for the formative evaluation. The data collection would focus on collecting key data and information which would enable the consultant team to analyze the PPY programme as per the evaluation framework and based on this analysis, provide technical support to MEHRD in revising the PPY model, developing implementation plan and M&E framework.

### **Phase 3: Data Analysis, revised M&E framework, sharing of findings and writing of report**

The consultant team will be responsible for the data analysis, writing the report and presentation of evaluation findings to MEHRD, UNICEF, and other partners. While the consultant team is expected to develop a plan for analysis and drafting of the report, here are some guidelines which may be considered.

- For the data analysis the grounded theory methodology will be used, involving verbatim transcription, coding of data, development of themes, comparison and contrasting of themes and recording of findings and theoretical propositions.
- Data from different sources must be triangulated to arrive at the findings and develop concrete, coherent and forward-looking conclusions

- A conceptual analysis will be used for the potential effect of the updated PPY program document and implementation plan
- The safety of data during the data collection phase will be the total responsibility of the researcher; all information gathered, and tools developed for this evaluation is the property of MEHRD and UNICEF. Copies shall be made available to MEHRD and UNICEF. No data collected and or reviewed for this evaluation or data to which the evaluator is privileged during time of the evaluation as direct or indirect result of being the evaluator for this evaluation, can be shared and or used by the evaluator neither can s/he approve the use of the whole or any part of it for personal or professional purposes without approval in writing from MEHRD and UNICEF combined.
- Advise MEHRD on refining their PPY monitoring tools and mechanisms
- Data mapping to potential and existing sources for monitoring, synthesizing the different monitoring elements within MEHRD's initial PPY M&E framework
- Further develop the PPY M&E framework for implementation of the PPY programme, which should consider policy, implementation, and cost implications for including 3- and 4-years old children in the programme
- Advise MEHRD team in integrating the PPY implementation plan, sustainability plan and monitoring and evaluation framework within the upcoming National Education Action Plan (NEAP) and current monitoring systems.
- Revised M&E framework to be submitted as a key outcome of this phase.
- The main findings will be presented by the consultant team to MEHRD, partner organizations and national stakeholders and sufficient time will be allocated for comments
- The writing of the report should be done in constant communication with UNICEF and MEHRD. In addition to the report, the consultant team is expected to develop a PowerPoint on the formative evaluation outlining the process, findings, recommendations, and way forward.
- The final report will be approved by UNICEF and MEHRD

To ensure quality, the evaluation team is required to adhere to [UNICEF Evaluation Policy](#); to [UNICEF procedure for ethical standards in research, evaluation, data collection and analysis](#); to [UNEG Ethical Guidelines](#); to [UNEG Norms and Standards for Evaluation](#); and to [UNICEF Evaluation Report Standards](#).

### **Ethical Consideration**

To ensure that the key ethical principles for the conduct of evaluation involving human subjects are followed, each potential respondent will be given full information about the evaluation including the purpose and potential benefits of the evaluation, their rights, and how the information collected will be used. They will also be informed that all data will be kept confidentially being only accessible by members of the evaluation team. Verbal consent will be collected from all those who agree to participate. (The person receiving the consent and a witness will sign the consent form). All participants will be informed of their right to discontinue their participation at any point and approaches for ensuring confidentiality will be described.

Ethical evidence generation follows widely held guidelines about what is ethical, moral and responsible (e.g., not plagiarizing others' work, not submitting questionable data, avoiding doing harm, ensuring just distribution of the benefits and risks of the research etc). Ethical evidence generation is reflective and explicitly considers its impact on both participants and the broader community throughout the research cycle from planning through to dissemination and monitoring and evaluation. The complete document explaining UNICEF Procedure For Ethical Standard in Research, Evaluation, Data Collection and Analysis is provided here <https://www.unicef.org/media/54796/file> The consultant team is expected to familiarize themselves with the procedure and ensure the evaluation, data collection and analysis are as per procedures.

### **Consultant's Workplace, Travel and Logistics**

This consultancy is open to individual and institutional contracts. In either case, it is expected that a team will be involved, including a team of data collectors in Solomon Islands. In either case, the following also applies. It is expected that the work will be split between Solomon Islands (Honiara) and home base, with some travel expected within Solomon Islands. While in Honiara, the consultant will be based in MEHRD, but may also avail of the UNICEF office as relevant. The lump sum contract includes the cost of all trips on the most direct route and in economy class. All international and domestic travel cost should be budgeted for and included in the total contract value and described in the financial proposal. The selected team will be responsible for making own travel arrangements. When relevant and



necessary, UNICEF may facilitate the logistics arrangement for field visits, in coordination with the relevant government counterparts. The consultant is expected to have their own laptop, camera, mobile phones and other relevant communications and working equipment. If the consultancy will be taken up by an institution, it is expected that there will be a lead consultant who will represent and coordinate the research, and serve as the main representative for the research in the Solomon Islands. If the consultancy is taken up by an individual, this person will play the same role, and be responsible for all sub-contracting as relevant. A member of the evaluation consultancy team is expected to be present in the Solomon Islands during key moments of the research, as indicated in the ToR. Membership of the consultancy team is expected to consist of some locally based Solomon Islanders.

#### **Supervision:**

The consultancy will operate under the supervision of an evaluation management team comprised of the Education Specialist, UNICEF Pacific, and Multi-Country Evaluation Specialist, UNICEF. All supervision will be done in collaboration and co-management with the Ministry of Education and Human Resource Development (MEHRD) who will appoint a key lead and contact point and act on behalf of MEHRD's PPY Technical Committee. The evaluation management team will be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget, assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines, provide quality assurance checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. In all steps, the evaluation management team will be guided by- and follow the- UNICEF Pacific Standard Operating Procedure for Evaluation. The final report will be accepted/approved by the Multi-Country Evaluation Specialist, the Multi-Country Representative at UNICEF Pacific, and MEHRD.

With a view to maximizing the credibility and hence utility of the evaluation, UNICEF Pacific will establish an evaluation reference group, bringing together the Chief of Education, UNICEF Pacific; Chief of Field Office, UNICEF Solomon Islands; representatives of MEHRD, donor partners, UNICEF EAPRO Regional Education Adviser, and UNICEF EAPRO Evaluation Adviser. The reference group will have the following role: contribute to the preparation and design of the evaluation, including providing feedback and comments on the inception report and on the technical quality of the work of the consultants; provide comments and substantive feedback to ensure the quality from a technical point of view of the draft and final evaluation reports; assist in identifying internal and external stakeholders to be consulted during the evaluation process; participate in review meetings organized by the evaluation management team and with the evaluation team as required; play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

Bids should include a technical proposal with proposed methodology, timeline and tasks based on the technical expertise and experience of the consultant team, maintaining the need for cost-efficiency. Timeline for deliverables in the ToR is indicative only; alternative approaches may be considered with justification. Bids should provide an all-inclusive cost in the financial proposal and should factor in all cost implications for the assignment. Financial bids should be organized by deliverable and should provide detailed cost information to facilitate comparison with other bids.

#### **Evaluation process and Selection Criteria**

The following evaluation methodology will be applied to all applications received (I.e. **Institutional Contract and Individual Contract**). It is based on a highest combined score (based on the 70% technical offer and 30% price weight distribution).

Each interested institution/individual will submit a brief a technical proposal to undertake the assignment along with a copy of the their organization/Team profile, the proposed technical team curriculum vitae, expected budget as well as a sample of previous work undertaken in the last two years.

After the opening, each proposal will be assessed first on its technical merits and subsequently on its financial value price. The proposal with the best overall value, composed of technical merit and price, will be recommended for approval. UNICEF will set up an evaluation panel composed of technical and procurement staff and their conclusions will be forwarded to the internal UNICEF Contracts Review Committee or other relevant approving authority. The

evaluation panel will first evaluate each response for compliance with the requirements of this Terms of Reference. Responses deemed not to meet all the mandatory requirements will be considered non-compliant and rejected at this stage without further consideration. Failure to comply with any of the terms and conditions contained in these Terms of Reference, including provision of all required information, may result in a response or proposal being disqualified from further consideration.

The overall weighting between technical and price evaluation will be based on the predefined criteria. The technical component will account for 70% of the total points allocated and the financial component (commercial evaluation) will account for 30% of the total points allocated.

Item	Technical Criteria/Qualifications	Max. Points
1	<b>Overall Response</b>	<b>15</b>
1.1	Evidence of in-depth knowledge of the key issues and concepts underpinning this evaluation (5) Demonstrated thorough understanding of the ToR, its objectives, scope and deliverables (3)	
1.2	Overall concord between ToR needs and proposal (5) Explanation of a fully tailored and innovative approach for this evaluation (2)	
2	<b>Capability and experience in the field</b>	<b>25</b>
2.1	Information on similar activities having been undertaken by the individuals going to be involved in this evaluation (4) Recent and current contracts with similar agencies (UN, NGOs) using UNEG Norms and Standards (3)	
2.2	Number of years of relevant professional experience in delivering quality evaluations of education interventions, and preferably in low and middle-income countries and preferably in the Pacific (4) Experience in education systems or similar (3) Experience in M&E framework development (3) Quality of written report sample (4) Experience leading evaluations (2) Relevant academic qualifications or training certificates (2)	
3	<b>Proposed Methodology and Approach</b>	<b>30</b>
3.1	Description of the proposed process for conducting the quantitative and qualitative data collection including the tools that will be used (7) References to relevant data and information sources (3) Description of data analysis (3) Other creative, innovative referenced ideas for methodology/tools and presentation of findings (7)	
3.2	Adherence of the proposed timeframe and workplan of the ToR (3) Adherence to all the milestones outlined in the ToR (2)	
3.3	At least two considerations and/or risks outlined (3) Description of methods to manage/mitigate these constraints/risks (2)	
	<b>Total Technical Score</b>	

Only Proposers obtaining a minimum of 49 points in Technical Criteria evaluation will be considered for the Financial Evaluation.

Commercial evaluation:

The price/cost of each of the technically compliant proposals shall be considered only after evaluation of the above technical criteria. A maximum 30 point assigned to the financial proposal will be allocated to the lowest financial proposal. All other price proposals will receive scores in inverse proportion according to the following formula:

Score for price proposal A = (Maximum score for price proposal \* Price of lowest priced proposal)/Price of proposal A.

As a result of the financial evaluation, the points of each proposal will be taken into further consideration in the final evaluation.

**Reasons why consultancy cannot be done by staff:**

In compliance with UN Evaluation Group and UNICEF Evaluation policy, for evaluations to be independent and impartial, they should be conducted by individuals who have institutional and personal independence from the program being evaluated and therefore evaluation work are best outsourced to external evaluation expert consultants without ties to the program.

**Included in Annual/Rolling Workplan:** ☒ Yes ☐ No, please justify:

**Included in Workforce Planner:** ☒ Yes ☐ No, please justify:

**Consultant selection method:**

- ☐ Competitive Selection (Desk Review/Roster)
- ☒ Competitive Selection (Advertisement)
- ☐ Single Source (emergency response) Head of Office approval

**Start Date:** TBD

**End Date:** TBD

**Number of Days:** 70  
days (**working**)



Work Assignment Overview			
Tasks/Milestone:	Deliverables/Outputs:	Due Date	Payment Amount
Desk review of relevant program documents, reports, and secondary data; Stakeholder analysis; Review of Theory of Change (ToC) and results framework (RF); Prepare draft inception report, and present to the Reference Group (RG), received feedback from RG, and incorporate comments into final inception report; Obtain ethics approval as necessary to commence data collection;	Final inception report <sup>1</sup> (incl. desk review, refined ToC/RF, evaluation matrix, methodology, work-plan, data collection tools), in accordance with UNEG quality guidelines. Approval letter from ethics board to commence data collection.	31 January 2022	25%
Logistical arrangements for field work, with support of MEHRD and UNICEF Education Section; Pilot tools, conduct data collection, field work, action learning and initial analysis;	Data and interview summaries. PowerPoint presentation, meeting minutes of all workshops	30 April 2022	25%
Organize validation workshop to validate data collection results, preliminary findings and recommendations; Further processing and analysis of the collected data, and drafting of the interim report, including the M&E framework;	Draft evaluation report with key findings, conclusions and recommendations, and draft M&E framework	15 August 2022	25%
Prepare and submit final draft of evaluation report including feedback received and prioritized recommendations, conforming to UNICEF Evaluation Reports Standards and the GEROS Quality Assessment System;	Final evaluation report <sup>2</sup> with up to two revisions; complete first draft to be reviewed by the evaluation management team; second draft to be reviewed by the reference group, and a final draft to be approved by Evaluation Specialist, UNICEF Pacific Rep and MEHRD; PowerPoint presentation, a page-at-glance executive summary and an eight-page executive summary; Final PPY M&E framework;	30 October 2022	25%

<sup>1</sup> Max 15-20 page/12,000 words, excluding annex

<sup>2</sup> max 45 page, 30,000 words, excl annexes; executive summary 5 pages max; prepared according to the UNICEF Style Guide and UNICEF Brand Toolkit, and UNICEF standards for evaluation reports as per GEROS guidelines;

<p><b>Minimum Qualifications required:</b></p> <p> <input type="checkbox"/> Bachelors           <input checked="" type="checkbox"/> Masters           <input type="checkbox"/> PhD  <input type="checkbox"/> Other       </p> <p>Enter Disciplines: Education / Early Childhood Education / Economics / Social Sciences</p>	<p><b>Knowledge/Expertise/Skills required:</b></p> <ul style="list-style-type: none"> <li>• Proven experience (at least 15 years) and expertise in programme evaluation, formative evaluation, and scalability assessment, and costing, relevant to the education sector and specifically early childhood education.</li> <li>• Experience with and knowledge of the education sector, including pre-primary, early primary, teacher training, learning assessment, community-based education, and other issues related to access and quality of early learning.</li> <li>• Demonstrated experience in working in partnership with government, with demonstrated success in building capacity and ensuring ownership.</li> <li>• An advanced university degree in social or physical sciences or similar qualification.</li> <li>• An excellent understanding of evaluation principles and methodologies, including experience in applied qualitative and quantitative research techniques, tool development and adaptation with translation and experience in costing, an awareness of human rights (incl. child rights), gender equality and equity in evaluation and UNEG norms and standards.</li> <li>• Experience of undertaking school-based data collections and associated practical ethical considerations.</li> <li>• Previous work experience in the Pacific a considerable asset.</li> <li>• Demonstrated experience in training and supervising enumerators in fieldwork, completion of fieldwork, designing data entry templates, and data analysis.</li> <li>• Ability to mobilize required local expertise, including enumerators, translators, etc. as relevant.</li> <li>• Capacity to complete the study on the timeline outlined, including ability to mobilize technical and field capacity in order to begin preparatory and field work shortly after the signing of the contract, including establishing any sub-contracts as needed, and managing concurrent data collection in the field.</li> <li>• Demonstrated strong capacity and experience in planning and organizing data collection, quality control and analysis logistics, and proven record of delivering timely results.</li> <li>• Proven history of high quality, professional, technically sound and user-friendly analytical documents, drawing upon an editor as needed for clarity and consistency.</li> <li>• As far as possible, the team of experts should be gender balanced and with proven experience on equity issues. Applications by teams with multidisciplinary skills are encouraged.</li> </ul>
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